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College of Nursing

Effect electronic games on the academic level of adolescents

An A search Submitted

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

{ وِبَشْرِ الصّٰبِرِیْنَ الَّذِیْنَ اِذَا اَصَابَتْهُم مَّصِیْبَةٌ قَالُوْا اِنَّا لِلّٰهِ وَاِنَّا اِلَيْهِ رٰجِعُوْنَ }

صَدَقَ اللّٰهُ الْعَظِیْمُ

الاهداء

إلى أبي العطوف.... قدوتي، ومثلي الأعلى في الحياة؛ فهو من علمني

كيف أعيش بكرامة وشموخ.

إلى أمي الحنونة..... لا أجد كلمات يمكن أن تمنحها حقها، فهي ملحمة

الحب وفرحة العمر، ومثال التفاني والعطاء .

إلى إخوتي.... سندي وعضدي ومشاطري أفراحي وأحزاني.

إلإلى جميع من تلقيت منهم النصيح والدعم

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Supervisor certificate

I certify that this project of research "The effect of electronic games on the academic level of adolescents" prepared under my supervision at the College of Nursing, University of Basra as partial fulfillment of the requirements for the degree of Bachelor in Nursing.

Abstract

Background:

Electronic games have become increasingly popular with people of all ages, but particularly with children and adolescents . Recent estimates have shown that one in three under-18-year-olds across the world uses the Internet, and 75% of adolescents play electronic games daily in developed countries .

Objectives

This study examined the association of internet use, and electronic game-play with academic performance respectively

It also assessed whether addiction tendency to internet and game-play is associated with academic performance

Methodology:

The study was sectional and descriptive. The sample in this study consisted of 111 participants and they agreed to participate in the study. The data collection process was used to collect data. Data were collected from March 10, 2022 to April 10, and the questionnaire consists of questions that include social and demographic information, either The other part of the questionnaire contains or ten questions about the time that players spend and do they enjoy their time and how to reduce the time they waste on such games and whether they spend money on these games and does it affect their professional performance and does it save them from their family problems.

Results:

The results (86.5%) of the participants were female between (13.5%) (80.2%) under 18 years and (19.8%) over 18 years, (9 %) married, (66.7%) of student, (6.3%) Work and leave to study, (13.5%) working and studying. A lot of them are player them self (55.9 %) and (5.4 %) player father there. are different kinds of game: (12.6%) Action, (8.1%) Fighting, (46.8%) Gas, (14.4%) Strategy games and (18.0%) Other. The time you spend playing also studied and find that (9.9%) of them Playing for hours on end, (76.6%) of them Play at different times.

There are a lot of games that have been played from, including: (7.2%) play (PUPG), (35.1%) play (LUDO), (27.9%) play (Candy Crush), (14.4%) play (Asphalt) and (15.3%) play others.

Some of them play on computers (2.7%), while others play on mobile phones (98.2%).

Some players prefer games that are played on the Internet (37.8%), and others prefer playing without the use of the Internet (54.1%).

and the questionnaire consists of questions that include social and demographic information, either The other part of the questionnaire contains or ten questions about the time that players spend and do they enjoy their time and how to reduce the time they waste on such games and whether they spend money on these games and does it affect their professional performance and does it save them from their family problems.

Conclusions

Based on the result obtained from the data analysis, Building on past research on the effect of the internet use and electronic gaming in adolescents, this study examined whether Internet use and playing electronic games were associated with academic performance (i.e. reading, writing and numeracy) using a standardized test of academic performance. The findings of this study question the conventional belief that academic performance is negatively associated with internet use and electronic games, particularly when the internet is used for non-academic purpose. In the current hi-tech world, many developed countries (e.g. the USA, Canada and Australia) have recommended that 5–17 year-olds limit electronic media (e.g. internet, electronic games) to 2 h per day for entertainment purposes, with concerns about the possible negative consequences of excessive use of electronic media [7, 8].

Recommendations

The results of this study clearly show that the non-academic use of internet during weekdays, particularly, spending more than 4 h on internet is harmful for academic performance, whereas, internet use on the weekends is likely to incur a positive effect on academic performance. This result is consistent with a USA study that reported that internet use is positively associated with improved reading skills and higher scores on standardized tests [9, 10]. It is also reported in the literature that academic performance is better among moderate users of the internet compared to non-users or high level users, which was in line with the findings of this study.

This may be due to the fact that the internet is predominantly a text-based format in which the internet users need to type and read to access most websites effectively [9]. The results of this study indicated that internet use is not harmful to academic performance if it is used moderately, especially, if ensuring very limited use on weekdays. The results of this study further confirmed that timing (weekdays or weekends) of internet use is a factor that needs to be considered.

List of Contact

Subject	Page
Acknowledgements	2
Abstract	5-6
List of Contents	7-9
List of Tables	10
Chapter One: Introduction	2-7
1.1. Introduction	2_5
1.2. Importance of The Study	5
1.3 Study statement	5
1.4. Objectives of The Study	5
1.5. Definition of The Terms	5-7
Chapter Two: Literatures Review	9-17
2.1. Definition of electronic game	9
2.2. Effects of Online Games on Teenagers	9-11
2.3. Student Engagement and Sociological Effects	11
2.4. Fostering Communication through Video Games	11-16
2.5. The Association between Video Gaming and Psychological Functioning	16-17
Chapter Three: Methodology	19-24
3.1. Design of The Study	19
3.2. Consent Arrangements	19
3.3. Preparation of the study	19
3.4. The study sample	20
3.5. The study instruments	20-21
Part I: Demographic Characteristics of the Study Sample	20
Part II: Teachers knowledge about epilepsy	21
3.6. Data Collection	21
3.7.1. Validity of the Study Instrument	22
3.8. Statistical Data Analysis	22
3.8.1 Descriptive data analysis	22-23

3.8.2. Inferential Data Analysis	24
3.9. Study Limits	24
3.10. Moral consideration	24
Chapter Four: Result and Finding	26-30
Chapter Five: Results Discussion	32-34
Part I: Discussion of the Socio-Demographic Characteristics for	32
Part II	32_33
Part III	34
Chapter Six: Conclusions And Recommendations	36_37
Conclusions	36
Recommendations	37
References	39_42
Appendices	
Abstract in Arabic	

List of Tables

List	Table Title	Page
4-1	Demographic data of study sample	26
4-2	The kind of electronic games do you play?	27
4-3	Time spent playing.	27
4-4	Games there play	28
4-5	Shows the devise use to play	28
4-6	Their prefer they play games on the Internet (online) or without the Internet (offline)	28
4_7	Some questions.	29-30
6_1	APPENDIX (A)	
6_2	APPENDIX (B)	

Chapter One

Introduction

Chapter one

Introduction

1.1. Introduction

Electronic games have become increasingly popular with people of all ages, but particularly with children and adolescents [1, 2]. Recent estimates have shown that one in three under-18-year-olds across the world uses the Internet, and 75% of adolescents play electronic games daily in developed countries [3, 4, 5, 6].

Today's world is one that is largely composed of technology. In a relatively short span of time we have been immersed in a world of high-definition television, Facebook, YouTube, internet radio, "green" cars, outrageous thrill rides, 3-D technology, etc. But no area of technology has become as prominent as that of video gaming. According to [7], the penetration of video games into the United States alone is huge, with at least 90% of homes having children that have played (rented or owned) video games. This is a record level that continues to increase. 55% of console players and 66% of online players are over 18 [8]. The college demographic seems to be the major group of gamers simply because they have a lack of parental supervision and they have more addiction physically impacts academic achievement because the student is too involved in the game to do homework or prepare academically [9].

Chapter one (Introduction)

There are also others that have found decreased academic performance in relation to involvement in playing video games. [10] Studied video games and aggression and suggested that not only does gaming have an impact on performance directly, but it also triggers a higher level of aggression, which is often linked to problems in school and decreased academic performance. [11] Also found a negative correlation, although the relationship between GPA and academic performance in their study was not significant.

[12] Found that time spent playing games was a negative predictor of academic performance and that those who played video games more often had poorer grades than those who played less. A study conducted by [13] included open-ended questions that encouraged participants to report different feelings about playing video games. Some of the negative consequences indirectly related to school performance, in that participants reported often missing lectures, skipping homework, etc. They also found that these consequences were more likely to impact males, because males play more often and were more likely to report losing track of the time while playing. In an experiment by [14], school performance increased after the participants dramatically decreased (limited time spent using technology to 30 minutes per day) their usage of all technology, including video games. Finally, [15] found that the excessive playing of video games (five hours or more per session) resulted in school grades that were below a 3.00 average, and that time spent playing was a predictor of academic performance.

Chapter one (Introduction)

They also suggested that video games indirectly lead to decreased performance through promoting violence. Finally, they noted that playing video games took time away from school activities, homework, social interaction, etc. Then there are those in the research field who have come up with neutral results. [16] studied the difference between playing massively multiplayer online role-playing games (MMORPG) and playing other types of video games and found that even though the MMORPG group reported greater interference in academic work (such as skipping homework, missing a class, etc) as opposed to the other groups, overall the groups did not differ in academic performance. [17] Used the Problem Video Game Playing survey to measure four different areas of life, including academic behavior, impacted by the playing of video games and suggested that there was not a significant correlation in any area.

However, there is also plenty of research to suggest that interactive video games can actually lead to increased academic performance [9]. Jackson et al (2008) found that the usage of games is causally related to an increase in visual-spatial skills, which often come in handy in the fields of science, mathematics, technology, and engineering. A study done with Kindergarteners [18] showed that students who played educational video games on the Sony Lightspan, which is a game system similar to the Sony Playstation One, made significant increases over the control group in the learning of spelling and reading; however, no significant gain was made over the control group in math. This suggests a facilitative role of playing

Chapter one (Introduction)

video games in developing verbal skills (2001). [16] Suggested that complex games may lead to academic success by engaging players in problem solving, critical thinking, and creativity. [19] Found that while game addiction leads to negative academic performance, moderate engagement in gaming can lead to improved performance in an academic setting.

1.2. Importance of the study:

The research aims at finding the effects of electronic games on the behavior of Adolescents and finding the relationship between the demographic information and the impact of these games on their behavior and educational achievement.

1.3. Study statement:

Effect electronic games on the academic level of adolescents

1.4. Objectives of the study:

1. This study examined the association of internet use, and electronic game-play with academic performance respectively
2. It also assessed whether addiction tendency to internet and game-play is associated with academic performance

1.5. Definition of terms:

Electronic games, the academic level, adolescents.

Chapter one (Introduction)

Electronic games

Here is a possible definition:

A videogame is a game which we play thanks to an audiovisual apparatus and which can be based on a story. This definition is short and simple, and I would like to demonstrate that it really defines the term videogame. I will show that this definition is based on well-known thoughts about game, play, interactivity, and narrative [20].

Academic level

Academic Performance - is measured by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions.

Teachers evaluate in the form of letter or number grades and side notes, to describe how well a student has done.

Academic level is also known as academic standing. Academic level is based on the total number of units (credits) completed.

For this purpose, completed courses are defined as courses in which grades ranging from 0 to 100 have been received. A projected academic level is based on the total number of units completed, plus the total number of units currently in progress [21].

Adolescence

Adolescence, transitional phase of growth and development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. This age range falls within WHO's definition of young people, which refers to individuals between ages 10 and 24 [22].

Chapter Two

Review of Literature

Chapter Two

Review of literature

2.1. Definition of electronic game

The term computer game is in sharp competition with video games, console games, and arcade games. Video games and console games usually mean games connected to a TV, whereas arcade games means games placed in public spaces. Computer games on the other hand, are occasionally used to mean games played on a personal computer. However, since all of these areas have been developed in close parallel and because all of these games are played on computers, most researchers use the term computer game to represent all of these areas as a whole. Computer games first came into existence in the 1960s with the introduction of a shoot-up game. Since the computer games have become a regular part of life for many people due to its increased popularity. The computer game has changed from being primarily played at an arcade to be primarily played in the home.

2.2. Effects of Online Games on Teenagers

A study by the Minnesota School of Professional Psychology of Argosy University found that video game addicts argued with their teachers, argued with their friends, and scored lower than others who played video games.

Chapter two (Review of literature)

While some studies suggest that video games can increase children's concentration, other studies, such as a 2012 paper in *Psychology of Popular Media and Culture* have found that playing games can harm children rather than help solve attention problems, which improves concentration in short bursts, but harms long-term concentration. "Games can also promote acts of evil and distort a sense of right and wrong," Hull said. "Teenagers who don't play video games are often isolated," said James Ivory, a professor at Virginia Tech, who has analyzed the effects of video games.

Parents that allow teens to play violent, adult games are too focused on preventing risky behavior.

In a study conducted at Ohio State University with 220 children ages 8 to 12 years old, children who played video games with guns and swords were less likely to touch a real, disabled handgun, handle a gun, or pull the trigger the more often they played nonviolent video games. Previous research with children has shown that those who play more video games are more likely to have good social skills, perform better academically, and build better relationships with other students owing to the social and collaborative components of these games. Researchers have also suggested that video games could help adolescents develop problem-solving skills through strategic video games and role-playing games, and young adolescents may be better at solving problems.

Chapter two (Review of literature)

According to a study by the British National Literacy Trust, playing video games provides young people with a way to read, improves their self-confidence and reading skills, promotes their creativity and writing, supports positive communication with family and friends, increases empathy, and supports mental well-being. Since 95% of US teenagers own a smartphone, it is difficult to find children who do not play any kind of game online. Playing is a great way for you and your child to reconnect in a fun, stress-free environment, play, and spend time together.

2.3. Student Engagement and Sociological Effects

Research on the social effects of video games is also mixed. Some studies have found that video games are similar to addictions such as gambling which create negative social effects. Massively Multiplayer Online Role Playing Games (MMORPGs) have been called “heroinware” because they are “simultaneously competitive and highly social”. Other studies have noted positive aspects of the games such as the ability to experiment with aspects of individual identity which do not come out in public

2.4. Fostering Communication through Video Games

While technology like discussion boards and chat rooms allow students to become confident in their English skills and experience natural English and vocabulary, video games can also be used to encourage students to work harder for any possible “rewards” offered in the game [23]. Games can also give students the chance to develop and personalize their own

Chapter two (Review of literature)

method of gameplay and identity [23,24]. [24] believes that because children now grow up surrounded by technology, using video games in an ESL environment can increase and motivation in learning, stating that “vocabulary learning is often perceived as boring by learners...”, but by using video games, “teachers...can ensure that their young learners are prepared for the adventure of reading and writing” (126). Students may find learning another language to be “very difficult and stressful”. However, using games in the classroom can allow students to “...practice language before they must use it in the ‘real world’” [24]. Video games can function as one a safe virtual environment in which ESL students can practice the language with each other, helping them get comfortable with the language, while also improving their English vocabulary and communication skills.

The amount of freedom, communication, and self-expression a player can experience through gameplay depends on the game being played. Currently, the most popular games used in studies are MMORPGs (Massive Multiplayer Online Role Playing Games) like World of Warcraft, Final Fantasy XI, and Ever Quest II.

These games are similar in that they allow players to create their own characters, giving them the freedom of self-expression [25,26] and work with other players all over the world to fight enemies and complete tasks. Because teamwork and strategizing are heavily stressed, even to the point where some major fights and events cannot be completed unless a group

Chapter two (Review of literature)

fighters together, communication between players is a necessity [25]. These games include a text chat option, but if players want to communicate orally, a third-party program, such as Skype or TeamSpeak, is required. These conversations take place in real time, which forces players to respond to each other quickly [25]. Instructors can take advantage of this by creating a group within the game that consists only of their students; doing this will allow students to practice their communication skills with each other in order to complete missions, but because these games require an internet connection, students will come across non-student players from various parts of the world who may also speak English as second or foreign language.

In-game conversations don't always have to consist of game-specific issues, either, since students and players can discuss current events, popular movies, TV shows, and other areas of interest. According to [26], "...online fan fiction communities promote informal...types of learning that are beneficial for adolescents' L2 literacy development, as well as for their sense of self-efficacy in...English (805). When 7 students have the chance to converse about topics they're interested in, their English skills will improve, as well as their general communication skills and self-confidence. Video games create an open, stress-free environment in which students can communicate freely with other players and students about hobbies and game strategies, giving them the ability to learn and use new vocabulary, and gain more confidence in their English skills. [27] support

Chapter two (Review of literature)

this idea from their own study, in which they viewed an online forum for World of Warcraft.

In this forum, random players discussed various battle strategies against difficult enemies and bosses; these discussions also included suggestions of types of weapons, armor, and which types of classes (warrior, mage, etc.) that work best together (534-536). Steinkuehler and Duncan's results suggest that "...game related forums... are rich sites for social knowledge construction" (540) and that "...we should actively seek out ways to build bridging third spaces between school and home that incubate forms of academic play such as those studied here" (542). However, because the players were mostly anonymous, it's unclear how many were native English speakers or ESL speakers, so these results may be different with more specific participants.

Another category of games that have been used and studied are 3D virtual worlds; games like Second Life and Quest Atlantis (now known as Atlantis: Remixed) are commonly used in educational settings due to their ability to be easily modified. In 3D virtual worlds, players can customize their avatar in many ways, similar to MMORPGs, and, if the instructor chooses, can be played alone or with other players. The missions or tasks in the game can be changed to fit lesson plans. In a study done by [28], several native English speaking students learning Chinese were required to work together in a virtual environment created by a university's Confucius Institute using Second Life. Researchers were interested in the

Chapter two (Review of literature)

relationships and identities that could develop through students' in-game experiences. Instructors at the Institute created specific quests and riddles that made the learners work together and communicate in Chinese in order to solve them and obtain special items [28]. The researchers noted the relationship between the three learners became very close, involving jokes about the scenery as well as checking in on each other during the gameplay, and were able to complete tasks fairly quickly together [28].

Zheng states that virtual worlds can be considered "...ecosystems which learners simultaneously shape, as they play out their identities in the L2 sociocultural context..." and may also help "...language learners step out of classroom discourse and step into real world problems where they can coordinate with others and apply the knowledge they have gained in the classroom [28].

While most of the studies in this field focus on MMORPGs and 3D Virtual Worlds, other categories of video games have not been as heavily researched. It's common for most households at this point to own at least one home console system, and depending on the system, there are many genres of games to choose and play. A study was done by [29] in order to observe the ways players interact with each other during a collaborative playing session, two male ESL learners worked together to play Final Fantasy X, a one player game on the PlayStation 2. When one student was playing the game, the other one attempted to help their friend out by offering suggestions or strategies to defeat the enemies. During the

Chapter two (Review of literature)

gameplay, both students heard and repeated certain phrases that the characters say, even sometimes laughing and mocking them together [29]. Other times, when the 9 attacks did a large amount of damage to the enemy, the students would use the phrase “overkill” repeatedly to describe the situation (173). [29] suggest that “...the players’ participation...demonstrated that the players recurrently attend to and draw upon the language of the game as a key resource for attending to and interpreting scenes and events in the game world and building social play” (179) and video games create an “...informal learning environment that enhances the development of certain skills” (180). This study suggests that using home console games can benefit ESL students because they create a low-stress environment and allow players to discuss gameplay strategies, as well as help students hear and repeat new vocabulary.

2.5. The Association between Video Gaming and Psychological Functioning

Video gaming is an extremely popular leisure-time activity with more than two billion users worldwide [30]. However, the media as well as professionals have underscored the potential dangers of excessive video gaming. With the present research, we aimed to shed light on the relation between video gaming and gamers’ psychological functioning. Research revealed a medium-sized negative correlation between problematic video gaming and psychological functioning with regard to psychological symptoms, affectivity, coping, and self-esteem. Moreover, gamers’

Chapter two (Review of literature)

reasons for playing and their preferred game genres were differentially related to psychological functioning with the most notable findings for distraction-motivated players as well as action game players. Future studies are needed to examine whether these psychological health risks reflect the causes or consequences of video gaming.

Chapter Three

Methodology

Chapter Three

Methodology

3.1. Design of the Study:

An sectional and descriptive study was designed about the disadvantages of playing electronic games and their impact on the academic level and even on the achievement of daily chores and the behavior of children an

3.2. Consent Arrangements:

After the study project was approved by the College of Nursing, the formal letter group began. Prior to data collection, permissions were obtained to conduct the study. Further approval was obtained from the Basra Department of Education. Then permission was obtained from schools and citizens as well.

3.3. Preparation of the study:

The study he conducted on many people from different primary and intermediate schools and non-students, males and females. The total number of people participating in the study reached (111) participants through a comfortable selection sample.

Chapter three (Methodology)

3.4. The study sample:

A non-probability (purposeful) sample of (111) persons of different age groups in and outside primary and middle schools was selected.

3.5. The study instrument

The study instrument is the questionnaire that was created and designed for the purpose of the study after extensive reviews of the available literature and related studies. The study tool consists of two parts. The first part includes the demographic characteristics of the participants of the study sample, and the second part includes the games that each of them prefer and the means used to play.

Part I: the demographic characteristics of the participants of the study sample

This part related to the social and demographic characteristics of people consists of (6) paragraphs, age, gender, marital status, educational level, work, and the person's relationship with the practitioner.

Part II: the games that each of them prefer and the means used to play.

This part includes (24) elements, the first six points talk about the types of games the player plays, the next four points talk about the time you spend playing, the next six points talk about the most played game, the next four points talk about the preferred device to play, and the last four Points talking about games that need internet and that can be played without internet.

3.6. Data collection:

The data is collected through the use of a developed questionnaire (the Arabic version), and the researcher assumed full responsibility for interviewing the study sample after explaining and clarifying the objectives of the study, after taking the initial consent from each person to participate in the study.

The data collection process was carried out from March 10, 2022 to April 10, 2022.

Approximately (20-30) minutes are spent with each person to complete the interview and fill out the questionnaire.

3.7. Validity of the Study Instrument:

The validity has been determined for the evaluation of the tool through a panel of ten experts, faculty members from College of Nursing / University of Basrah; who have necessary experience that qualify them to exam the content of the questionnaire. Those experts were request to review the instruments for content, clarity, relevancy, and competence; some items were accepted and others were added after a face-to-face discussion with each expert and subsequently the instrument was represent valid after getting all the comments and recommendations in consideration.

3.8. Statistical Data Analysis:

The data of the present study were analyzed through the use of Statistical Package of Social Sciences (SPSS) version 20. The following statistical data analysis approaches were used in order to analyze and evaluate the results of the study:

3.8.1. Descriptive Data Analysis:

- a- Statistical tables (Frequencies and percent).
- b- Arithmetic mean and standard deviation.

Chapter three (Methodology)

- Mean: The mean was computed through the using of the following:

$$\bar{x} = \frac{\sum xi}{n}$$

$\sum xi$ = sum of the (3x always + 2x sometimes + 1x never) for items.

- Standard deviation (SD) was computed through the using thefollowing formula:

$$S.D = \sqrt{\frac{\sum (xi - \bar{x})^2 \sum fi}{\sum fi}}$$

c- Mean of score (MS) and Relative sufficiency (R.S)

- Mean of score (MS): A mean of score equal to (1.67-2.33) was considered moderate MS, greater than (2.34) was considered high MS, less than (1.66) was considered low MS. The mean of score was computed through the use of the following formula:

$$S.D = \frac{\sum_{ri=1} Fi \times Si}{\sum_{ri=1} Fi}$$

- Suggested Sign's Score of assessment by the "Relativesufficiency"(**)

Chapter three (Methodology)

3.8 2. Inferential data analysis:

A - Chi-square - to test the differences between several categories of nominal scales.

3.9. Study Limits

1. Lack of cooperation by some participants, and some feel ashamed to give more information.
2. The small number of samples per day, as the people were all from schools and had their obligations, and the sample collection coincided with the official working hours of the schools and some others at work

3.10. Moral consideration

Subject consent according to study criteria was obtained from the study sample.

Chapter Four

Results of the Study

Chapter Four

Results of the Study

This chapter deals with analysis of the data through statistical procedure.

Table (1) Demographic data of study sample

Age			
	Valid	Frequency	Percent
1	Under 18	89	80.2
2	Over 18	22	19.8
Gender			
1	Male	15	13.5
2	Female	96	86.5
Social status			
1	Married	10	9.0
2	Unmarried	101	91.0
Are you			
1	Student	74	66.7
2	Work and leave to study	7	6.3
3	working and studying	15	13.5
4	Other	15	13.5
Are you			
1	Player	62	55.9
2	player's father	6	5.4
3	Other	43	38.7

Table No. (1) on social characteristics shows that 86.5% of the participants are males and 13.5 females, most of them are single, about 91.0%, and around the study, most of them study about 66.7% and who work and leave

Chapter four (Result of the study)

the study 6.3% and those who study and work 13.5%, most of them are players 55.9 % and other parents of these players accounted for 5.4%.

Table (2) The kind of electronic games do you play?

		Frequency	Percent
Valid	Action	14	12.6
	Fighting	9	8.1
	Gas	52	46.8
	Strategy games	16	14.4
	Other	20	18.0
	Total	111	100.0

Table No. (2) Shows that there are a lot of games that were played, including: (7.2%) played (PUPG), (35.1%) played (LUDO), (27.9%) played (Candy Crush), (14.4%) played (Asphalt) and (15.3%) play others.

Table (3): Time spent playing.

		Frequency	Percent
Valid	Playing for hours on end	11	9.9
	Play at different times	85	76.6
	Other	15	13.5
	Total	111	100.0

Table No. (3) Shows the times players spend in playing, some of them spend long times (9.9%) and others spend varying times (76.6%) and others spend different times (13.5%).

Table (4) Games there play

		Frequency	Percent
Valid	(PUPG)	8	7.2
	(LUDO)	39	35.1
	(Candy Crush)	31	27.9
	(Asphalt)	16	14.4
	Other	17	15.3
	Total	111	100.0

Table No (4) Shows that there are a lot of games that have been played from, including: (7.%) play (PUPG), (35.1%) play (LUDO), (27.9%) play (Candy Crush), (14.4%) play (Asphalt) and (15.3%) play others.

Table (5): shows the devise use to play

		Frequency	Percent
Valid	computer	3	2.7
	mobile phones	103	92.8
	Other	5	4.5
	Total	111	100.0

Table No (5) Shows that some of them play on computers (2.7%), while others play on mobile phones.)%98.2(

Table (6): Their prefer they play games on the Internet (online) or without the Internet (offline)

		Frequency	Percent
Valid	(Online)	42	37.8
	(Offline)	60	54.1
	Other	9	8.1
	Total	111	100.0

Chapter four (Result of the study)

Table No (6) Shows if they prefer or do they play games on the Internet (online) or without the Internet (offline) and find that some players prefer games that are played on the Internet (37.8%), and others prefer playing without the use of the Internet.)%54.1(

Table (7): Questionnaire about the socio-demographic information of volunteers.

NO	Questionnaire	Yes		No		OTHER		MS	ASS
		F	%	F	%	F	%		
1	Do you spend a lot of time thinking about games when you're not playing them? Do you find that you end up thinking about games when you should be thinking about other things?	25	22.5	82	73.9	4	3.6	1.32	M
2	Do you feel irritable, moody, bored or frustrated when not playing or unable to play video games?	26	23.4	84	75.7	1	0.9	1.24	M
3	Do you find that even though you play games for a good part of the time, you don't necessarily have fun?	44	39.6	64	57.7	3	2.7	1.05	M
4	Have you tried reducing your games or stopping your games, but it didn't work?	29	26.1	68	61.3	14	12.6	1.51	M
5	Do you find things that most people enjoy (social activities, books, or other forms of entertainment) unpleasant?	26	23.4	80	72.1	5	4.5	1.65	M

Chapter four (Result of the study)

6	Do you think video games are causing problems in your life, but you still play them?	34	30.6	71	64.0	6	5.4	1.09	M
7	Do games create problems in your personal relationships? Have you ever lied about how much you play video games?	21	18.9	86	77.5	4	3.6	1.56	M
8	Do you spend part of your money to buy or participate in games?	16	14.4	93	83.8	2	1.8	1.28	M
9	Do games help you avoid problems in real life? Are games a major way to deal with stress or anxiety?	55	49.5	52	46.8	4	3.6	1.39	M
10	Does gaming negatively affect your professional, financial or academic performance in a significant way?	40	36.0	66	59.5	5	4.5	1.41	M
Total								1.35	M

Table No (7) Shows the questionnaire consists of questions that include social and demographic information, either The other part of the questionnaire contains ten questions about the time that players spend and do they enjoy their time and how to reduce the time they waste on such games and whether they spend money on these games and does it affect their professional performance and does it save them from their family problems.

Chapter Five

Discussion of the study Results

Chapter Five

Discussion of the Results

Part I: Discussion of the Socio-Demographic Characteristics for the Study Sample:

A total of 111 participants returned completed surveys indicating the age of the players.

Was [80.2] (under 18) and [19.8] (over 18) in this study:

The results of a national survey "by gender 13.5% of boys, 86.5% of girls.

We also studied the effect of the sample's marital status and found that 9 percent of the married and the rest were unmarried. Also, it was necessary to know the educational status of the sample under study, and it was found that 66.7 percent of them are from Students and 6.3 of those who leave their work and go to study directly, and 13.5 of those who are students who practice work in addition to their studies and the rest of the categories are 13.5 percent. Through the questionnaire, we found that most of them are from young age groups less than 18 years, and most of them are unmarried, and the predominant among them are students.

Part II

In Table No. (2) The types of games that have been played were discussed, Table No. (3) Inquired about the time players spend playing and Table No. (4) Was asked about the most games played by players, and the other table was about how to play using a computer or a mobile phone And finally about the preference of playing games that need the Internet or not.

In Table No. 2, it was found that most of them play GAS games with a percentage of 46.8 percent, followed by strategy games with a percentage

Chapter Five (Discussion of the Results)

of 14.4 and some prefer action-combat games with a percentage of 12.6 and other isolated games that reach 18 percent.

With regard to Table No. 3, a questionnaire was conducted about the time players spend on video games, and it is one of the parameters that must be studied, because the greater the time spent playing, the lower the educational level, so there is no time needed to study. Through the table, it was noted that the vast majority plays with sporadic times, that is, they squawk most of their time with a percentage of 76.6, and some play with endless time with a percentage of 9.9 and others with a percentage of 13.5 percent. We also studied the type of games that were played through Table No. 4, and it was found that 35.1 percent prefer Ludo, 27.9 percent prefer Sandy Crash, 14.4 percent prefer asphalt, 7.2 prefer PUBG and the rest to other games.

It was also necessary whether they used a mobile phone or a computer. Through Table No. 5, it turned out that the vast majority, with a very high percentage, amounted to 92.8 percent of them, prefer the mobile phone, and a very small percentage prefer the computer by 2.7 percent, and the others prefer other devices.

One of the most common things at the present time is the games that need an Internet connection to play, and it was studied in Table No. 6, and it was found that 54.1 of them prefer playing without the need for a constant connection, and 37.8 percent prefer games that need the Internet, and the rest are 8.1 percent.

Chapter Five (Discussion of the Results)

Part III

Shown Table No (7) Shows the questionnaire consists of questions that include social and demographic information, either The other part of the questionnaire contains or ten questions about the time that players spend and do they enjoy their time and how to reduce the time they waste on such games and whether they spend money on these games and does it affect their professional performance and does it save them from their family problems.

Chapter Six

Conclusions and Recommendations

Chapter Six

Conclusions and Recommendations

6.1. Conclusions:

Based on the result obtained from the data analysis, we notices

1. The growing popularity of video games has instigated a debate among parents, researchers, video game producers and policymakers concerning their harmful and helpfuleffects.
- 2.Video games are very effective teachers that affect players in multiple domains.
- 3.Some of these effects can be harmful (eg, effects of violent video games on aggression).
- 4.Other video game effects can be beneficial (eg, effects of action games on visual-spatialskills).
5. Video game effects are complex and would be better understood as multiple dimensions rather than a simplistic “good-bad” dichotomy

6.2. Recommendation:

1. Effects of violent video games on aggression-related variables as well as effects on attention deficits, school performance, and gaming addiction.
2. Positive effects of video games are described, including effects of action games on visual-spatial skills, and effects of educational video games, exergames, and pro-social video games. High amounts of time on screen media are associated with poorer school performance.
3. High amounts of time onscreen media are associated with poorer school performance.
4. It is important that people understand that there are both potential benefits and harms to be derived from game play
5. Some conclusions and guidelines are offered with the goal of helping pediatricians, parents, and other caregivers protect children from negative effects while maximizing the positive effects of video games.
6. Parents should be aware of the effects of on line games on the academic performances of their children and that proper guidance and supervision on their extra-curricular activities must be monitored.
7. Students must find other activities where they can be engaged in other than on line games
8. A similar study can be conducted where an in-depth analysis can be done

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Appendices

APPENDIX- A: ADMINSTRATIVE ARRANGEMETS.

APPENDIX-B: QUESTIONAIRE IN ARABIC LANGUAGE.

APPENDIX-C: PANEL OF EXPERTS

مكان العمل	الاختصاص	الشهادة	اللقب العلمي	الاسم	ت
كلية التمريض	تمريض بالغين	ماجستير	استاذ مساعد	عبدالكريم سلمان خضير	1
كلية التمريض	تمريض الام والوليد	دكتوراه	مدرس	سندس باقر داود	2
كلية التمريض	بورء عراقى فى الاشعة التشخيصية	دكتوراه	مدرس	هشام حسين عبدالرؤوف	3
كلية التمريض	طب اطفال	دبلوم عالى طب اطفال	م.باحث	سجاد عبد الصادق	4
كلية التمريض	طب اسرة	بورء	استاد	سجاد سالم	5
كلية التمريض	تمريض نفسية وعقلية	ماجستير	مدرس	افكار فاضل	6

First: demographic information for teachers:

- 1_age:
- 2_gender: male female
- 3- Marital status: Single married
 divorced widowed
- 4_Residence: Center of the city The country side
- 5_Academic level: Institute University
- 6_Economic status: Completely enough Enough
 Not enough

❖ Second:

no	Questionnaire	true	false	Not sure
1	<i>Epilepsy is a psychological disorder and not a nervous disorder</i>			
2	<i>The heat convulsions are the same epilepsy</i>			
3	<i>its symptoms include frequent and involuntary movement</i>			
4	<i>symptoms during the seizures do not only include excessive movements but also excessive confusion and staring</i>			
5	<i>Does the teacher have a basic principles and to deal with patient with epilepsy when the seizures occurs is in the school or classroom</i>			
6	<i>Hyperactivity is not a symptom of epilepsy, as it is less aggressive and calmer</i>			

	<i>than pupils</i>			
7	<i>One of the causes of epilepsy is not treat children when exposed to severe fever and repeated heat</i>			
8	<i>The disease may be caused by a congenital defects that is born of epilepsy patient and is the presence of deformities in that area of human head</i>			
9	<i>Countries are medium or low economic status do not affect or increase the chance of This disease and not considered one of a reasons</i>			
10	<i>Health, social and environmental condition, noisy and non-stable environment does not affect the patient or increase the chances of repetition of the seizures</i>			
11	<i>The pupil with epilepsy is a normal child and does not suffer from shying or get away from his friends</i>			
12	<i>Epilepsy is not genetically diseases</i>			
13	<i>Have you ever entered health courses about epilepsy?</i>			
14	<i>The rate of having a disease between both sexes does not differ</i>			
15	<i>Accidents, shocks or direct falling on the head does not affect the patient</i>			
16	<i>There is no diet that reduces the repetition of exposure to the</i>			

	<i>seizures</i>			
17	<i>Exercise can cause stress for patient and is not recommended</i>			
18	<i>Cannot prevent epilepsy</i>			
19	<i>The teacher cannot observe cognitive effects of the pupil</i>			
20	<i>There is no risk to the patient's life or his mental health during and after the seizures</i>			
21	<i>The teacher information about the disease is enough and is not necessary to know the patient history or discussion with parents</i>			
22	<i>There is a final treatment for epilepsy</i>			
23	<i>The treatment of epilepsy and control depends on the patient only and does not depend on parents and school</i>			

Abstract

Background: Electronic games have become increasingly popular with people of all ages, Today's world is one that is largely composed of technology. In a relatively short span of time we have been immersed in a world of high-definition television, Facebook, YouTube, internet radio, "green" cars, outrageous thrill rides, 3-D technology, etc. But no area of technology has become as prominent as that of video gaming.

Objectives: examined the association of internet use, and electronic game-play with academic performance respectively. also assessed whether addiction tendency to internet and game-play is associated with academic performance.

Methodology: An analytical and descriptive study was designed about the disadvantages of playing electronic games and their impact on the academic level and even on the achievement of daily chores and the behavior of children. A non-probability (purposeful) sample of (111) persons of different age groups in and outside primary and middle schools was selected. The study instrument is the questionnaire that was created and designed for the purpose of the study after extensive reviews of the available literature and related studies. The study tool consists of two parts demographic characteristics and games. The data is collected through the use of a developed questionnaire (the Arabic version), The data of the present study were analyzed through the use of Statistical Package of Social Sciences (SPSS) version 20. The following statistical data analysis approaches were used in order to analyze and evaluate the results of the study: Statistical tables (Frequencies and percent). Arithmetic mean and standard deviation.

Results: social characteristics shows that 86.5% of the participants are males and 13.5 females, most of them are single, about 91.0%, and around the study, most of them study about 66.7% and who work and leave the study 6.3% and those who study and work 13.5%, most of them are players 55.9 % and other parents of these players accounted for 5.4%. Shows that there are a lot of games that were played, including: (7.2%) played (PUPG), (35.1%) played (LUDO), (27.9%) played (Candy Crush), (14.4%) played (Asphalt) and (15.3%) play others.

Recommendation: It is important that people understand that there are both potential benefits and harms to be derived from game play.

الاختصارات	
WHO	World Health Organization
GPA	Grade Point average
MMORPG	Massively multiplayer online role – playing games

الخلاصة

الخلفية: أصبحت الألعاب الإلكترونية شائعة بشكل متزايد بين الناس من جميع الأعمار ، وعالم اليوم هو عام يتكون إلى حد كبير من التكنولوجيا في فترة زمنية قصيرة أسنا ، النمسا في عالم من التلفزيون على شقة ، و Facebook و YouTube ، وراديو الإنترنت ، والسيارات "الخضراء" ، وجولات التشويق الفاطمة ، والتكنولوجيا ثلاثية الأبعاد ، وما إلى ذلك. بارزة مثل ألعاب الفيديو.

الأهداف: فحص العلاقة بين استخدام الإنترنت واللعب الإلكتروني مع الأداء الأكاديمي على التوالي. قام إنا بتقييم ما إذا كان الميل إلى الإدمان على الإنترنت ولعب الألعاب مرتبطا بالأداء الأكاديمي.

طريقة البحث: تم تصميم دراسة تحليلية وصفية حول عيوب ممارسة الألعاب الإلكترونية وتأثيرها على السنوى الأكاديمي وحتى على إنجاز الأعمال اليومية وسلوك الأطفال، تم اختيار عينة غير احتمالية (هلية) عرسها (١١١) فردا من مختلف الفئات العمرية داخل وخارج المدارس الابتدائية والمتوسطة أداة الدراسة في الاستبيان الذي تم إنشاؤه وتصميمه لغرض الدراسة بعد مراجعات مستفيضة للأنبيات الساحة والترامات ذات الصلة، لتكون أداة الدراسة من جزأين الخصائص الديموغرافية والألعاب. يتم جمع البيانات من خلال استخدام استبيان معذور (النسخة العربية) ، وتم تحليل بيانات الدراسة الحالية من خلال انتظام الحزمة الإنسانية للعلوم الاجتماعية (SPSS) الإصدار ٢٠. تم استخدام مناهج تحليل البيانات الإحصائية عليه بالرتب التحليل وتقييم نتائج الدراسة جداول إحصائية (تكرارات ونسبة مئوية). المتوسط الحسابي والعراف المعياري .

النتائج: اظهرت الخصائص الاجتماعية أن ٨٦.٥% من المشاركين هم ذكور و ١٣٥ إناث ، معظمهم عازمون ، حوالي ١٩١٠ ، وحول الدراسة معظمهم يدرسون حوالي ٦٦.٧% ويعملون ويتركون الدراسة ١٦١ وأولئك الذي يدرسون ويعملون ١٣.٥% معظمهم لاعبون ٥٥.٩% والآباء الآخرون لهؤلاء اللاعبين يظهر أن هناك الكثير من الألعاب التي تم لعبها ، بما في ذلك: (٧.٢%) لعبت (35.1) - (PUPG) لعبت (١٠٠) - (١٢١٩) لعبت Candy ((Crush، 14.4)) لعبت (Asphalt) و (١٥.٣%) يلعبون الآخريين .

التوصيات : من المهم أن يفهم الناس أن هناك فوائد وأضرارا محتملة يمكن اشتقاقها من اللعب.

الكلمات المفتاحية: الألعاب الإلكترونية ، المستوى الأكاديمي ، المراهقون.



جامعة البصرة
كلية التمريض

تأثير الالعاب الألكترونية على المستوى الدراسي للمراهقين

مشروع البحث

قدم إلى مجلس كلية التمريض في جامعة البصرة في تحقيق جزء من
متطلبات الحصول على درجة البكالوريوس في علوم التمريض

من قبل الطالبتان

زينب صافي جودة

فاطمة خميس نعمة

2020_2021

بإشراف أ.كاظم جواد